



UCLA EXTENSION

Information for Participants Coach Institutes 2006-2007

Course Requirements - Coach Session III

4 Qtr. Units Course No. X324.325F

Pass, No Pass **Essentials for Improving Reading Comprehension**

Instructor: Alice R. Furry, Ph.D.

Course 1:

Content: Provides an overview of the major factors that play a role in reading comprehension; presents the linkage between fluency and comprehension; offers strategies that support comprehension; describes approaches to instruction that improve vocabulary acquisition, grammatical awareness, text structure, language development as they relate to reading comprehension; and discusses the purposes for curriculum based and performance assessment of reading comprehension.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training
2. Complete the four daily independent study work assignments for 10 hours of study and written work
3. Participate fully in the Institute activities each day
4. Write answers to the following questions based on Chapters 3-8, and 10 in the book, *Improving Reading Comprehension* by Joanne F. Carlisle and Melinda S. Rice (2002):

A. Chapter 3: *Fluency and Its Relation to Reading Comprehension*

Describe the relationship between fluency and comprehension.

What are some of the reasons students have difficulty attaining fluency?

B. Chapter 4: *Comprehension Strategy Instruction*

Explain the connections between the types of strategies and those taught in the district adopted reading/language arts program. Identify how each strategy supports student comprehension.

C. Chapter 5: *Vocabulary and Reading Comprehension*

How are the "Approaches to Instruction" exemplified in the way vocabulary is taught in the district adopted reading/language arts program?

D. Chapter 6: *Sentence Comprehension Instruction*

Describe the relationship between grammatical awareness and comprehension and the suggested methods for teaching grammar.

How does this correlate to the lessons taught in the district adopted reading/language arts program?

E. Chapter 7: *Text and Discourse Comprehension*

How does text structure affect comprehension?

What methods are effective in teaching text structure and how is it taught in the district adopted reading/language arts program?

F. Chapter 8: *Teaching Comprehension at the Elementary Level*

Explain the connections between comprehension, language development, and discussion.

Describe how discussion is used in the district adopted reading/language arts program.

G. Chapter 10: *Assessment of Reading Comprehension*

Describe the four common purposes for reading assessments.

Discuss the fourth purpose, commenting on both curriculum-based and performance assessments, and the evidence of these measures in the district adopted reading/language arts program